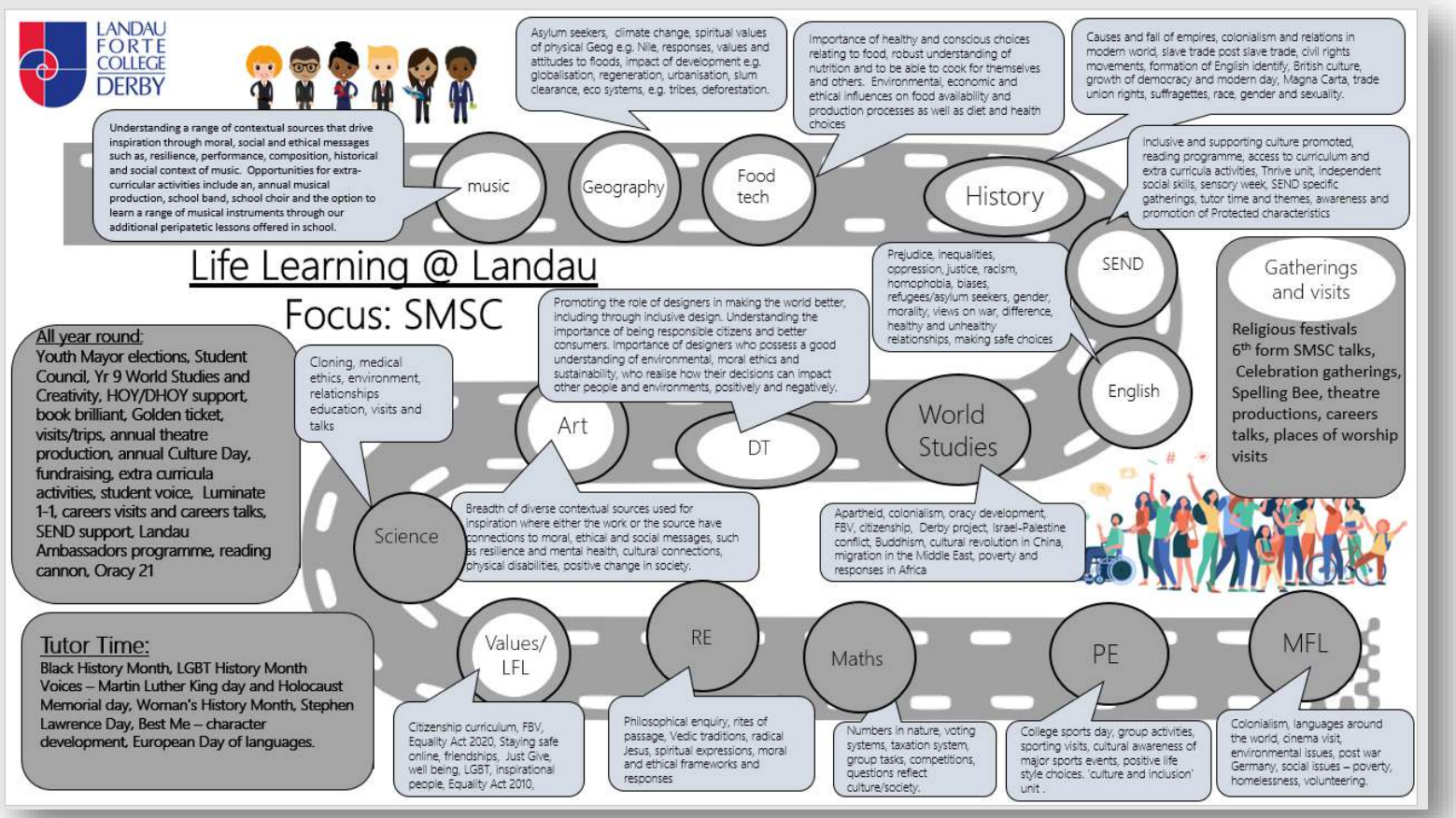
SMSC at Landau Forte College Derby

SMSC stands for Spiritual, Moral, Social, and Cultural development, and it's a key aspect of education. It is about helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society. We fully understand and embrace the responsibility of developing the spiritual, moral, social and cultural dimension of our students. This is achieved through our well planned and delivered curriculum across all subjects, our pastoral system, extra curricula activities, special events and high expectations for all. We put SMSC at the heart of College development. We have aspirations for all our students to be accepting, tolerant, empathetic, understanding, kind, law abiding, active citizens. We aspire for our students to make a real change in the world during their time at the College and when they leave. We aspire for an educational provision that is challenging, thought provoking, engaging, inclusive, applicable and developmental. Although SMSC education is woven into everything that we do, as seen by our road map, this documents provides specific examples of where students develop and build upon these skills throughout their education at Landau Forte.



English

Spiritual

KS3

In year 7 students begin to look at how something is created and look into myths such as sandman in term 2 which reflects on their own fascination of the world and understanding of beliefs and perspectives. This is then further developed in term 3 looking at Frankenstein and the idea of nature vs science.

KS4

Students will continue to develop on their spiritual learning into their key stage 4 education. In term 5 of year 10 students will look at point of view writing which helps them to reflect on their own beliefs and their opinions. Students will learn how to get their own point of view across by how they craft a range of sentences to make their points clearly with effect. Students will further develop these skills by looking at new words and types of language such as emphatic and relational verbs to create emphatic tone to respects others and their faiths.

KS5

Throughout the two years of higher education students explore themes of the Handmaids tale a story set in a dystopian world which reflects on 'religious trappings.' Throughout the course students will also look at Christianity and evangelical perspectives which is key in further developing students' knowledge and respect for other faiths.

Moral

KS3

Throughout students reading of Frankenstein of year 7 term 3 students will develop their understanding of responsibility looking at nature vs nurture. Students will question if Dr Frankenstein had responsibility over the creature he had given life too. This is assessed through a structured debate where students are able to gage an appreciation of the viewpoints of other the other students in the classroom. Students assess the ethical issues of this whilst looking at the idea of right and wrong. Development of this is continued during term 3 of year 9 students look at ''Refugee Boy'' through this book students look at society and the treatment of refugees especially in this country this builds up their understanding of ethical issues as well as questioning responses to our own behaviour. This is also built upon in worlds studies with students looking at how refugees cross the boarders in the Middle East.

KS4

Students will further build upon this knowledge in year 10 when they read the text they will understand two valuable lessons in their moral development. Students will build upon; thinking before acting and the importance of communication.

KS5

As an introduction into the sixth form course students look at what it means to be a bystander and appreciate the various views on this. With the Handmaids tale they will also discuss the morale issue of women being forced into a new world and to have children developing on those ethical issues that have been discussed throughout their education.

Social

KS3

Throughout year 7 and 8 the English curriculum allows student to develop their social skills with a number of different texts and themes in various different surroundings. For example students will look at how to peer assess each other and how to give constructive feedback to one another. These different activities allow students to participate in different social settings they have to learn to work through conflict and learn to compromise. During term 2 in year 9 students look at the theme of war and conflict through poetry this broadens their knowledge on the issue of conflict and how to resolve it willingly. They then use that understanding to help with the understanding of the text and the issues surrounding it.

KS4

Student's social learning is built upon through them exploring the theme of social responsibility in 'An Inspector Calls'. The Inspector goes to the Birling's' to encourage them to be accountable for their actions, and to take responsibility for others. Many people in society are vulnerable or mistreated through no fault of their own, just like Eva Smith.

KS5

In sixth form students further expand on their social education and continue to build upon the work undertaken in both KS3 and 4. The curriculum creates opportunities for students to develop a healthy debate culture We encourage students to think about each other's points of view and also encourage students to challenge each other in a respectful but constructive way. Throughout the whole of the sixth form course students are encouraged to participate and reflect on all SMSC values.

Cultural

KS3

Cultural learning is a huge part of student's development when they start their English lesson. Students will focus on Autobiographies looking at inspirational people which will look at different traditions they practice. This will be further developed when students look a World Studies which help them to understand the diversity we have around the world.

KS4

During KS4 the English department strive to continue to celebrate cultural diversity, this is particularly done in the study of literature, so that students can learn about other cultures across the world through the lens of different authors and characters. We encourage our students to appreciate the different experiences, challenges and triumphs people from different cultures face through our diverse curriculum. Moreover, through studying some of the English Cannon our students can explore British history and culture. We aim to continually provide our students with opportunities to expand their cultural capital through stage performances in school and as part of theatre trips; public speaking competitions and creative writing competitions. By providing these opportunities, which may otherwise be unavailable to many of our students, we hope to broaden horizons and expand students' cultural development.

KS5

In KS5 students will continue to look at cultural diversity through the study and reading of the Kite runner. The book introduces to the students an appreciation of culture through the eyes of someone else. It helps students to build on the work that they have already done in both KS3 and 4. Through the Handmaids tale students begin to look at culture from a different point of view, something very different to what they have look at in the previous key stages and will consider the implications it has on society. The text also develops the understanding of political hierarchy by looking at it in such a rigid structure in society. While students study this we also look at the fundamental British values and look at our own political system and its effect on society.

Maths

Spiritual

KS3

Throughout Key Stage 3 we will teach, encourage and develop them to become deep thinkers. Main areas in which is this looked at include during term 2 of year 7 when they look into measuring space. Within maths we also aim to give all students an appreciation of the richness and power of maths right from when they arrive in year 7 at landau forte which is continual throughout their whole maths education. In KS3 we also teach students that maths is embedded in nature. This is specifically looked at in year 7 term 2 when we look at the properties of shapes, and sequences in year 8 term 2.

KS4

In KS4 students will continue to develop their deep thinking and questioning of the way in which the world works and how maths fits into the, 'bigger picture' of things. We will continue to look at sequences and the nature of them in year 9. We also look at promoting a fascination of the world with students in mathematics by looking at Pi and also celebrating Pi day and its background every year. This along with looking at infinity and complex numbers encourages that sense of wonder in the exactness of mathematics. It also helps to encourage the students two have appreciation of the enormity of the world of mathematics and how this has developed through time. A specific example of this is when we look at different types of sequences in year 9 term 4. Students will look at how things are formed and built by sequences and looking at god and mathematics. This is through the Fibonacci sequence and its links to nature.

KS5

Students continue to broaden their fascination and understanding of the world during their higher education. Students again will deepen their knowledge of sequences which will link to theories of creation, thus giving them appreciation for other views that they may not hold. Throughout students are also given a real – life situations to think about to help them think deeper about how maths works and relates to situations around them.

Moral

KS3

As students begin their maths education at Landau forte we outline the value of listening and learning from each other, especially when it comes to problem solving. In year 7, students will work on their morale education through the use of percentages, especially in term 2 when they will look at exploring fractions, decimals and percentages. Students will questions real world topics looking into current financial topics, for examples taxation. Students will learn about taxes and its morale purpose, they will go on to question how fair tax is and should the rich be taxed more.

KS4

In KS4 we further embedded student's morale education by continuing to look at real life morale and ethical situations. We will look at progression vs absolute tax and also further reflect on what is tax. Students will question what interest is and look into the history of this and why in the Christian church is was believed that money lending should be prohibited and why it was during the time of Edward I and caused problems for other groups in society which is linked to students learning in history. We look at money as product and should we be selling money for more money. While encouraging students to look at right vs wrong and also how their behaviour can have consequences we look at students understanding risk and how right it is to gamble and game of chances.

KS5

In KS5 students continue to develop their morale education For example, students are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. All students are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.

Social

KS3

At the start of student's education math education we encourage collaborative learning in the class room in the form of listening and learning from each other as well as paired discussion and working in partners. We help students to become self-confidant and ambitious learners throughout their whole learning experience but allow them to find their mathematical through the power of logic, reasoning and explanation this is particularly focused upon in year 8 term 2 when students look at the idea of probability and its relevance to their wider social understanding of the world. Students are also encouraged involve themselves with various maths challenges throughout the year which includes individual and team work. Throughout KS3 students also take part in self and peer reviewing activities to enable students to have an accurate grasp of where they are and how they need to improve.

KS4

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Revision in year 11 is particularly focused on students gaining help for themselves and allowing them to develop their own reasoning and thinking in order to solve math problems. This way of thinking is also encouraged through discussion with peers and teachers as well. Through the core provision of maths at landau we have student's social learning at the heart of what we do.

KS5

In KS5 we continue to embed the importance of student's social education within maths. Student will look at the idea of math rigour and if they can explain what it is and how they communicate within it. We also build upon what students have learnt within their communication skills in KS3 and KS4 by encouraging students to help those who are younger with their mathematical understanding. Students also continue to exercise their knowledge of problem solving on real world ideas, with this idea being consistently used in both KS3 and KS4. Finally, to further enhance students communication skills we complete viva speaking assessments to allow students to explain their working out and theories.

Cultural

KS3

At landau forte we share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world. This includes maths having; Egyptian, Indian, Islamic and Russian roots. In KS3 we look at cross cultural patterns such as, tessellation and Islamic tiling. We ensure that students look at different approaches to Mathematics including the use of multiplication methods from around the world. We also explore the mathematics applied in different cultures such as when we look at Rangoli patterns when we look at symmetry.

KS4

Building upon the knowledge that students have embedded in KS3 and continuing to enhance their curiosity and appreciation for other cultures students will often look at topics within maths that will lead to discussion about their origins. During term 1 student in year 11 will look at the origins of Pythagoras' Theorem from Greece, as well as the Latin origins of Loci and surds in both term 1 of year 9 and 10.

KS5

In students higher education they will continue to study the cultural background of Algebraic equations looking into its Middle Eastern background. Student will also debate where they believe Trigonometry was first used student specifically look at this during term 2 in year 13. Throughout sixth form students will developed and awareness of both the history of maths alongside the realisation that many topics that we still learn today have travelled across the world and are used internationally.

Science

Spiritual

KS3

When students come into Landau, in their science lessons we teach them how science is uses evidence to make sense of the world. This can often have the ability to make us feel both enormously insignificant compared to the scale of the visible universe and enormously significant in terms of how we are genetically unique. This is especially true when we look at space throughout KS3. We look at people making new discoveries and gain a sense of awe and wonder at the complexities and elegance of the natural world.

KS4

We continue to build on student's spiritual understanding in Science in KS4 when students begin to learn and debate about different concepts and compare different beliefs around the world. An example of this is the focus of people's beliefs around contraception and why people may choose not to use it. Considered from a health point of view as well as religious/belief point of view. Students will also look at the ethics behind IVF and use informed decisions on people's life situation to decide and debate which couples should be given the limited availability of IVF. Students will then further develop this understanding when looking at engineering and cloning. They will then use this understanding of cloning techniques to evaluate whether embryo cloning should be allowed and to what level.

KS5

Students will continue to develop their spiritual understanding through looking at they will look at the debate around MMR Vaccines - Look at how people's beliefs can be influenced by others and how science is needed to sometimes demonstrate fact over people's opinions.

Moral

KS3

Whether it's the ethics behind certain medical treatments, the environmental impact of industry, or how government funding is allocated to scientific projects; moral decisions are an important aspect of Science. Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice). As teachers, we encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner. This specifically is look at through the following diet and exercise and consequences of this not being balanced is looked at in depth students will also study the importance of fossil fuels to human society and the impact their usage is having. This is probably the first real time that students start focussing on particular aspects of pollution in the world around us and students consider the impact of multiple chemical and industrial processes on the environment - including the combustion of hydrocarbons and the impacts of global warming and acid rain on the environment.

KS4

Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. Now however, we must start deciding if we should we do all the scientific activities we are able to or morally should we decide not to. This can be as simple as should we test medicines for humans that could save lives on animals causing them cruelty? It could be as complex as should we allow somatic or germ line cell therapy. Moral development is a vital part of any scientist's development. Students will need to develop a good understanding of it to firstly pass exams which always comprise of ethical questions but more importantly to become a good rounded scientist. A good examples of goo practice within this is when we ask students to consider teenage pregnancy and the consequences of this and underage sex is looked at and discussed.

Social

KS3

When students get into KS3 we teach students that scientists are collaborators that are sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. We encourage pupils to work together on scientific investigations and to share results (to improve reliability). Science has a major impact on the quality of our lives. In Science lessons, pupils consider the social impact (both positive and negative) of science and technology upon our everyday lives specific examples within in lessons are; x rays, vaccination, fertilisers, GM crops, renewable energy sources and stem cell research.

KS4

In KS4 students are able to build on their social education as they understand that science is changing our society. The life expectancy is getting larger, people are driving more efficient cars, and more and more people are putting solar panels on their rooftops. Our society has become dependent on scientific developments which we could not have foreseen 50 years ago but also our lives are likely to change significantly in the future because of our reckless damaging activities to the environment as a human society. Students must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet. Specific examples of when this is look at and developed is within biology and looking at diet we also consider the green party and other political views and look at energy efficiency as well as considering the use of mobile phones and in physics looking at the government's role in the regulations and legislation.

Cultural

KS3

Science permeates modern culture and has played a key part in developing it. It is (both currently and historically) an international activity. When students come into Science lessons in KS3, we explore and celebrate research and developments that take place in many different cultures, both past and present. We explore how scientific discoveries have shaped the beliefs, cultures and politics of the modern world. We specifically look at democracy when we consider scientific collaboration is inherent upon the democratic process whereby evidence and conclusions undergo peer review by fellow Scientist. Students will also consider the law when they look at how science works within and in support of the law for examples forensic science, Animal research and human stem cell research.

KS4

Scientific development comes from all across the world, from people of all backgrounds and cultures. Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. It is also important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas. This will also be vital into the future as we need to monitor the impact of quickly developing cultures around the world on our environment Students are given the opportunity to discuss and learn about all aspects of famous scientists lives not just the discovery that is relevant to the course. Specific examples of this are with students looking at the development of different scientific ideas. They also consider the big bang theory and the shape and composition of the solar systems. They also build upon KS3 knowledge and consider science and its variation in different cultures.

History

Spiritual

KS3

Student's spiritual education is continually reflected upon in the History curriculum, when students enter into KS3 they question English and National identity which ultimately allows students to question their own identity looking at the migration of people to and from England. In term 1 of year 7 specifically students look at the rise and conversion of other cultures to Christianity and therefore look at how Christianity has developed throughout time in England. This progresses into term 2 of year 7 when students look at the role of the church and how religion played a key part in people's everyday lives. Students will then reflect on the struggles of the church against the monarchy as well looking at the crusades and Islamic beliefs and the struggles of differing religions there. In year 8 we unlock student's fascination for the world and themselves in term 4 when we look at migration and empire. With such a diverse cohort at Landau it is important to continually reflect on students on personal history, and this topic allows us to do that and thus allows us to continue to divulge into students spiritual education.

KS4

The development of student's spiritual education continues to develop into KS4 with students GCSE studies. Within our migration and the people topic we compare differing experiences of people and get students to reflect on their own experience and how they may have reacted whilst also getting them to reflect on the good they can do. We further develop students understanding of power versus the church when looking into of Germany topic and how Hitler saw himself as a god of the people and went against the church rather than worked with it. We create discussion points for students to reflect on the implications this would have on society this is continued when looking at the Holocaust at the end of our Germany topic and reflect on how Jews have been treated throughout History and compare it to what we have learnt in our Edward I topic of the expulsion of Jews. This learning continually helps students to be reflective and willing to learn and understand about other faiths around them.

KS5

In KS5 history students to get a real chance to further dive into their spiritual education when looking at their Tudor topic as this is a key societal change for religion at this time. Students will question the cause of the reformation, reflecting on the beliefs of the people at the time and questioning the corruption of the Catholic Church. Students will then look at the impact of this of society and reflect on their own lives of how this would change society. Throughout the whole of KS5 students are encouraged to use history to have a fascination of the world around them, especially with their NEA in which they use different research methods to create their own essay and essay question on the civil rights movement.

Moral

KS3

During students first term at Landau, we teach them how to make judgements from a historical point of view. We give them interpretations from different people, at different times and ask them to analyse them we use knowledge from the lesson to develop an appreciation for different point of views and how this can be branched out into their own lives. In year 7 we continually look at lots of different sources of evidence to help students find out the truth, this is carefully done at the start of lessons so it can be reflected upon at the end of the lesson. As well as this basis of understanding for moral education, students are also asked to look at different ethical issues through KS3. For examples students begin term one looking at the slave trade and the reasons why it develop after the advancement of African civilisations in the Egyptian times and 1200s. Students then develop an understanding of the Humanitarian ideology and its influence of the abolition of the slave trade. This further progresses with students looking at the civil rights movements and the ethical issues that still stand in society today because of slavery. In terms 4 and 5 we continue to develop this education of ethical issues and the difference between right and wrong looking at the Holocaust and who was to blame considering everyone from Hitler to those who were involved with building the gas chambers. In term 2 of year 8 students will question the moral and ethical rights of those who fought in World War One and consider the impact of this.

KS4

In term 1 of year 9 student will begin to question how world war one ended in 1918 and another war began in 1939 just 21 short years and we outline how different peoples actions led to this and will reflect on the consequence of peoples actions and what this can lead to. In term 1 of year 10 students will continue to look at our topic of conflict and tension and gain an interest about the ethical and moral consequences of Hitler's and consider why no on stopped him in the first place which develops of what is learnt in their year 8 curriculum. Students will also look have an appreciation and respect for civil and criminal law in England when they begin their Edward I topic in year 10 term 3. They will understand the creation of a democratic parliament looking at how Edward used the people to enhance his popularity but also to keep law and order.

KS5

In KS5 student's morale education is further developed mainly through their NEA topic of the Civil Rights movement. In their lessons of preparation for this students build upon their morale understanding that has already been developed throughout KS3 and KS4. The question students are given is - To what extent were key individuals responsible for the gains made by African Americans in their struggle for equality between 1863-1965?' Asks students to consider the difference between right and wrong and how different parts of the civil rights movement sometimes had ethical implications for examples should violence be fought with violence?

Social

KS3

Throughout the whole of KS3 in History students have their social education continually challenged and stretched, due to the importance of the character education following the impact that we are still seeing from covid. Throughout the curriculum students are asked to work as individuals but also as part of a group to investigate different historical enquiries. Through this they are encourages to work through each other's strengths and weaknesses and utilise them for the best of the groups work. Throughout both year 7 and 8 we encourage peer assessment of each other's work to help students be able to handle constructive feedback and take pride in improvements that are needed. Although the education of the fundamental British values is consistently woven throughout the entire history curriculum a main source of their education and engagement comes in during term 3 when we question democracy and equality looking at the development of trade unions, revolution and women's suffrage.

KS4

Students further develop their social education in KS4 by being given problems and historical enquires to solve as a team through different collaborative activities. Students will need to learn to work through conflict willingly when being asked to research different reasons why the League of Nations failed in term 3 of year 9. They will also be continually encouraged to expresses themselves and communicate their ideas of different judgements throughout the curriculum. We encourage health debates and give students the understanding that we will all have different opinions of different questions that are posed to us. Students will be challenged further from their KS3 social education by being given different points of view to argue when it is not always their own which in turn helps them to consider others around them. During the start of the Edward I topic in term 3 of Year 10 students also look at the role and changes of monarchy and democracy in England which also helps students to continually reflect on the fundamental British Values.

KS5

The history department continue to enhance student's social education in KS5 with giving them the right tools to be able to work in different social settings. This could be to do with researching in different places and presenting their work in different places. They also are further encouraged to work in groups to help enhance the depth of knowledge that is needed for the A level course. They will also reflect on different parliamentary systems in Germany and compare that of those in England and also looking at the different governments of Tudor monarchs and reflect on the differences in today's society.

Cultural

KS3

Cultural education underpins the History curriculum and has a high importance to our student's character education due to the diverse cohort that we teach. We continually encourage students to develop a better understanding of people from different cultural backgrounds whilst also looking at how different cultures have influenced England which is specifically done in term 1 of year 7 looking at England's national identity and in term 4 when looking at migration and empire. Students will also question the different cultures that came together in World War One during year 8 term 2 and question what the real realities of this were. Throughout KS3 students will study the links between different local, British, European and world histories which will be further developed in both their KS3, 4 and 5 education. In term 2 in year 7 students also look at the foundations of England's parliamentary system thus enhancing their cultural education.

KS4

As a department, it was important for us to ensure that our students identified with the history that was taught to them. That's why we were keen to have migration and the people as a topic on our GCSE course. This topic specifically enables students to have appreciation of different cultures, customs, music, art as well as enable students to widen their understanding of diversity and accepting people for their differences. With the Edward I topic that we teach in KS4 student students continue to develop their understanding of parliament and democracy by looking at how the King's influence allowed people to have more of a say in their society and the importance of this. We also look at how leaders such as Edward and Hitler have not always accepted diversity and the damage and toll this takes on society.

KS5

During students a level education they are continual encouraged to look different cultures and how diversity has not always been accepted through England, Germany and America. We look at the implications of this and reflect on our own understanding of the world we live in and the need to accept diversity in the world. We encourage students to express their opinions and views of different topics through different activities such as debates and group work.

Geography

Spiritual

KS3

When students come into geography lessons we teach that the subject is about real people and real places which fundamentally had constant links and helps to develop student's spiritual education. A key area where we develop student's spiritual education and their enjoyment and fascination of the world around them is in term 1 with the 'My Derby project' students begin to understand the Human and physical features of Derby and begin to have an appreciation for the area they live in. We also consider the people who live in derby looking at the different demographics of people which includes the different faiths of people in the area. This encourages students to have an appreciation of the different faiths that surround them on such a close level. Students will continue to look at this spiritual understanding throughout many topics within KS3 geography including ecosystems of the amazon rain forest and the Great Barrier Reef in term 2 and UK and global cities in term 4. Students also continue to reflect on this in year 8 and gain a fascination and curiosity for different landscapes in term 1 with their topic looking at Africa vs Asia.

KS4

Students build upon their spiritual learning of KS3 into KS4 with topics that enable them to look at their own beliefs and perspectives in life. This is looked at in a more in depth level, especially when looking at development issues in year 10. Students will gain a global perspective on different issues around the world which will help them reflect on their own values and own experiences. Throughout KS4 we also continue to develop student's fascination and enjoyment of the world through both urbanisation and globalisation. Students also are encouraged to use their imaginations and creativity in geography through different tasks such as being in charge of their own decisions making especially when looking at climate change.

KS5

At A level, students further develop their spiritual education specifically their appreciation of the world when looking at Hazards in year 13. Students will look at different hazards such as, earthquakes, tropical storms, volcanoes and wildfires. They look at the affects these have on different societies and give them an appreciation of the different landscapes around the world. Students will look at the impact and response of these Hazards which will help students to reflect on their own lives and how they react the situations in the future. We also continue to enhance student's imagination and creativity with the activities we do including projects throughout year 13.

Moral

KS3

Geography leads itself continually to moral education, through investigation, debates and consideration of different viewpoints. This is specifically developed in year 7 term 2 when student look into different eco systems. Students look at the importance of these ecosystems in the world including the Amazon rain forest and Great Barrier Reef and its importance on our daily lives but also considering the implications of these areas being used for Human benefit and how they are being destroyed and the future impact this can have. This gives students a healthy debate of the difference between right and wrong and the consequences of what we do in these areas and consider how ethical our actions are. This is especially considered in our Russia topic when looking at the development of fossil fuels and questioning Russia's claim to the Artic.

KS4

In KS4 students continue to develop their moral education by looking at different countries around the world and looking at justice, fairness and democracy which in turn helps students reflect on the law within England, especially when looking at different legal boundaries around the world. As well as this students will continue to look at the different issues that arise from rivers, flooding and coasts in their year 9 and 10 curriculum. For examples when looking at coasts in year 10 students will consider the impact of erosion on the coasts and the perspectives of different people on what should happen to the coasts whether it should be leave them to naturally erode thus impacting the people living close to the coast or to spend money creating defences for the erosion which can also have damage to nature and its habitats. This enables students to question their morals and the difference between right and wrong in a more in depth way from KS3.

KS5

A level further develop their morale education by also considering the implications of climate change and the moral and practical issues of pollution and sustainability on our environment. Students will also look at the implications of environmental issues on urban areas and provide opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution.

Social

KS3

Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened. We particularly look at the causes of migration which helps that sense of community strengthen even further. Reflecting on their own identity by studying their own locality and also engaging in discussion and action improving their environment. Student's social skills are specifically challenged through different activities and tasks they are given throughout their KS3 education. A prime example of this is during term 3 in year 7 when students are challenged in group work and presentations having to trying to convince others of an opinion that they might not hold themselves. This is also built upon in year 8 term 1 when students are given a list of items and money have they have got to decide as a group what they will take as humanitarian aid after the Nepal earthquake. Students learn how to work through conflict and differing ideas and how to come to compromises.

KS4

We continue to use education tools to allow students to develop their social education and getting them to learn in different social settings whether that be in pair or group work, or within their fieldwork in the city having to gain information from different people and working on the challenges that brings. Students also complete peer assessment and peer feedback which encourages students to their developing social skills in different contexts. We also create scenarios for students throughout their different topics, questioning, what would they do which helps them to develop their cooperation skills and help them further resolve conflict that may arise in their lives. We also reflect on these social skills when discussing migration when looking at urbanisation in term 3 of year 9 and consider using them in a wider context of the world.

KS5

We continue to challenge student social character education as they develop into A level, again through different group work, presentations, peer assessment and peer feedback with the expectation being higher than it was during the KS3 and KS4. One aspect that is particular given as a challenge to students is during the year 13 field work when they have to work in different social settings, researching and learning in way they have not done before. Students also get the opportunity to learn in an areas they potentially have not visited before which enhances their social understanding.

Culture

KS3

Geography lends itself to allowing students to continually look at various different cultures and helps to inform their understanding and opinions of the world around them. This is particularly considered through student's education of Human geography, which helps the students to also explore their own identities and its relationship with the wider world. A particular example of this is in term 4 when looking at global cities and comparing them to each other. In this study we compare a city in a HIC compared to and LIC which helps student develop an appreciation for different cultures. In Year 8 students look into how various cultures, both developed and undeveloped, cope with the strain of natural disasters. We look at case studies in Nepal and India to identify how and why various cultures are prepared for these disasters.

KS4

Students further develop their cultural education Understanding different cultures is a key part of Geography at GCSE. When studying development student's role of different countries and experience what it is like to have lots of resources, but little technology. This helps students to understand the issues faced by countries in developing parts of the world. We continue to explore how multicultural communities work together, contribute to society and provided specific facilities for their local community. We examine different communities and facilities and involvement and the cultural differences between communities.

KS5

Geography students build upon their cultural understanding into A level especially when looking at changing places and having a global perspective on this. Students research into different places in England and around the world and take into consideration differing perspectives of a place and how this has an influence on culture. They will further develop their understanding of culture by looking into the relationships between differing places. Students will also consider the role of government in the change of culture which helps to add the understanding of democracy and parliament system as well accepting and respect for diversity in different communities.

Music

Spiritual

KS3

In term one students look at how they feel music which reflects on the emotions that music makes you feel. Students are then assessed on performances and have to be reflective on how this went. This is built upon in term 2 when students look at music and media and will creatively work up to making their own music advert. Throughout the term students will continually discuss the impact that media has on our life reflecting on their own beliefs and perspectives on life. In term 4 student spend time working with the Ukulele when they look at the history behind the instrument and its purpose as a relaxation too to create their own relaxation sound. In year 8 term 1 student continue to expand their spiritual learning in their music and space topic. They will reflect on classical music by Gustav Holt and his music used in star wars and its impact on modern films which helps embed use of imagination and creativity in learning. In term 5 students will then take an in depth look at reggae music where students will dive into the religious aspects of this music and the meaning behind it questioning the chilled, relaxed happy vibe that it creates embedding students enjoyment and fascination about themselves and others around the world.

Moral

KS3

Throughout KS3 students assessments will often reflect each other's performance and will continually develop on appreciating each other's point of view and how they can progress with this knowledge. During term 5 in year 7 students look at sound trap as part of their understanding of music technology. It is a popular music structure and students will discuss how it is put together. Students will discuss the moral issues behind this use of AI and what it means for the future of music. Again in term 5 in year 7 students look at Rock music against the man. Students will develop their understanding of civil law and consequences of behaviour through the development of Rock music.

In year 8 during term 2 students look at blues music and its background. Linking with students work in History on the slave trade students explore the ethical issues behind slavery and thus the creation of blues music. During term 4 students will further deepen this knowledge when they research into film and video game music. Students will look at big industries and how they have changed music and question, is it all about money? Finally, students further embed their moral learning look at composers of planets and science they will question mars being the bringer of war and the irony behind it as a planet and the music.

Social

KS3

Throughout KS3 music students social education is continually developed and challenged throughout the assessments they complete. Assessments are either as group work, pairs or individual. They are assessed on performance, written work and analysis of others performances which helps them developed the use of social skills in different contents and they often may need to resolve conflicts willingly. Students are also encouraged to participate in various communities and social settings by giving them the opportunity to participate in Landau's got talent, the school music and the charity events that are held throughout the year including the winter warmer and summer serenade.

Cultural

KS3

In music students constantly grow and appreciation for different cultural aspects. During year 7 term 3 students look at both African drumming and Samba music. Students will discuss different parts of African and Brazilian culture comparing it to our own. This will then further develop in term 4 when year 7 students look at the Ukulele and Hawaiian music. They discuss the Portuguese immigrants who took it over to help them appreciate the influence of other cultures in music. Students then appreciate rock music in term 5 looking at how rock music impacts different cultures and women's role within it.

In year 8 during term 2 when students look at the blues they will question the sadness of the music again looking at the culture that was being created in the plantations and how that is reflected in the tempo and lyrics of the music they sang. They will also look at why they would make songs easy to play and remember show an appreciation for how different cultures create their music.

Art and Design

Spiritual

KS3

When students start their learning journey in Art and Design they are exposed to the idea that they are able to communicate their ideas, understanding and feelings through their art. We encourage students to give expression in an appropriate manner by exploring a variety of projects that link to the world around them. An example of this is during year 7 term 4 when students look at African masks and the religious aspects behind that to begin to embed an appreciation of the world through different forms of art. Students are also able to learn about a variety of artists and cultures through different contextual sources and throughout projects that they are given which gives them an understanding about the contextual source and the work. Throughout all of KS3 students are empowered to develop work which is highly skilled and imaginative and leads to the creation of aesthetic work, environments and experiences that can be shared with others which is showcased through our final topic of year 7 landscapes. In our year 8 topic, making faces we ask students to consider their own beliefs and perspectives and how this can be portrayed with in their art and thus showcasing their spiritual education development throughout KS3.

KS4

In KS4 we strive for our students to be responsible, safe and independent, encouraging our learners take pride and responsibility for their equipment and resources enabling them to work within a positive and purposeful climate. Students have the opportunity to experiment with a variety of techniques and processes challenging individuals to explore themselves as an artist. We nurture creativity by allowing both independent and critical thinking, experimenting, risk taking and exploring media and new ideas. Art & Design develops students to be independent learners helping them to create ideas, which are their own. Students are encouraged to voice their beliefs within the classroom during class discussions. All students will understand that they must be respectful of each other's beliefs and views during class discussions. Students gain a further appreciation for the world around them through looking at Native American designs, and reflecting on our own selves in year 9 then further developing this reflection when considering man made vs nature in year 10. This enables students to develop a keen fascination of the world.

KS5

During KS5 we work through student's willingness to reflect on their own experiences. The work student's conduct becomes very individual Independent and reflects on the strengths they have developed through out KS4 therefore allowing students to build on knowledge that they have already gained.

Moral

KS3

As students enter in year 7 Art & Design we teach them that the subject helps students to gain the ability to apply understanding of right and wrong to their own lives, students can explore Art & Design that has moral, ethical and social messages behind the meaning. An example of this is through Students must have an open mind when observing work allowing them to appreciate others viewpoints that may challenge their own beliefs. Studying the work of contextual sources enables students to develop an understanding of the codes and conventions of their own and other times and cultures. This is specifically developed upon again when looking at African Mask and making faces in year 7 and year 8.

KS4

Through discussions, critiques and presentations they are able to explore moral issues, make value judgements and express personal views. They are encouraged to give appropriate critical feedback to peers in a variety of ways, giving justification for their views. Students can apply this to their daily lives ensuring that they are able to voice opinions in the appropriate way. Behaviour expectations are high to ensure the Health and Safety of the students within a practical subject.

KS5

Throughout the entire curriculum by a strong moral purpose to ensure what we offer builds cultural capital in all projects using a wide variety of both historical and contemporary influences and enabling students to understand the wider context relating to the work of artists designers and craftspeople. During A level understanding of concepts and the critical role they play in artworks are developed from early on so that students are equipped to create personal projects that exploit opportunities to engage with deep themes. Combining this with practical skills, for example different approaches to recording techniques, enable all learners to find their strengths.

Social

KS3

In all years, students are encouraged to work and tidy up in cooperation with others, demonstrating respect for the resources, each other and their environment. Students are taught resilience through support of one another and we teach the importance of our mistakes and how this is something that can be celebrated. Throughout the different topics that we teach in KS3 and beyond we ensure that students are taught different ways to overcome barriers that they may face in their artwork. We also ensure that students work is celebrated throughout the school.

KS4

The study of Art & Design provides opportunities for students to study work in their social context. They are able to consider the roles and status of artists, within society and understand how social conditions and conventions can affect the nature of the work and influence their responses to it. The art curriculum provides students with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities. Students are encouraged to communicate with each other respectfully, regardless of different backgrounds, within the art rooms and projects. In all years, students are encouraged to share thoughts and provide constructive advice within as a way for students to improve their own work and move forward with their ideas.

KS5

Although in A – Level students work becomes a lot more independent, the skills they have developed throughout both KS3 and KS4 are utilised here when working on their projects they can show how resilient they are to any barriers that they may face during their work progression. Also, at the start of year 12 students look at building skills which is a topic not like others done before and is a different social setting but students are able to utilise previous skills learnt to overcome the challenges they face within this.

Culture

KS3

In Art & Design we incorporate and expose students to a diverse range of critical and contextual influences and inspirations, covering a variety of cultures, beliefs and ideas. Subject specific examples of this in KS3 include looking at different landscapes from around the world and having an appreciation for this and putting it into our art work. Being influenced by the day of the day in the year 8 topic making faces which helps students to think about other cultural celebrations around the world.

KS4

Students are encouraged to appreciate that all cultures have expression, purpose and artistic worth. Students are taught about the positive impact of Art and how they can use their influence to positive effect. This allows them to develop their knowledge and understanding

of contextual sources' ideas and concepts, understanding and identifying how meanings are conveyed. This can often develop understanding for life and careers aspects in modern Britain. In KS4 we have focuses on difference impressions of art which helps students to develop a wider and deeper knowledge of different cultures around the world.

KS5

During a level students are given the opportunity to develop their ideas further using different concepts and ideas and put in and allow it to inspire them in their artwork. Students begin to have a bigger and wider understanding of diverse art around the world. Through the curriculum they are able to accept and embrace many different cultures and traditions around the world which allows them to reflect on their own culture and standing in the world. This is specifically develop through their final piece showcase.

Computer Science

Spiritual

KS3

In Computer science we are able to continually enhance student's spiritual education. In KS3 we teach students that they can reflect on their own lives and the lives of others when it comes to looking at different computer case studies. For examples when students look at scratch it enhanced student's imagination and creativity in something they may not have been exposed to before. This programming system helps students to reflect and be in awe about the wonder and achievements of computers. Students' eyes are opened along with other developments in technology, has completely transformed the world which we live in. They also look at how technology will be developed in the near future which allows them to have a fascination of the world.

KS4

During KS4 student's fascination of the world is further built upon when looking at different case studies with in computing. During this time in KS4 students will reflect on different ways that technology has changed over the years and how this has impact their own lives. Students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems. Within these discussions an appreciation for the intangible concepts such as truth and goodness are developed. We encourage students to use this understanding to reflect on their own perspectives and beliefs in life.

KS5

Students continue to build upon their spiritual education into A level when they are asked to consider the idea of computers performing better than people which allows them to reflect on their own personal experiences. For examples students are asked to consider the impact of self-driving cars.

Moral

KS3

Computer science lends itself to moral issues constantly throughout the curriculum, especially with the constant developments that are happening within technology. This issue is addressed by students looking at the safe disposal of old ICT equipment and how this could potentially be passed onto more disadvantaged people. Students also consider online safety and the misuse and access to personal data and consider the effects of social networking and therefore the implications of cyberbullying. This allows students to reflect on their moral education as they can question the difference between right and wrong as well understand the consequences of their own behaviour.

KS4

Students further enhance their moral education and learn that any equipment which is scrapped should be done to Government standards which helps them understand civil law within a technology understanding. Students also look at how ICT developments have had an

impact on the environment as technology has meant that old ways of working have been changed to help the environment. A specific example of students developing their moral education is through the impact technology has on pollution. Students are asked to consider how that fast new technologies that are emerging put a social pressure on both people who are young and old to get the latest model but where do the old models end up going. Students then build upon this considering the different materials needed for these different devices are get from different locations such as the rainforest and the ethical issues that surrounds that.

KS5

At A- level we conduct lessons in awareness of the moral dilemmas created by technological advances such as considering in computer games should we allow for violence. We consider Similar KS3 Ethical aspects of computer science moral concepts and build upon what is taught at KS4 discussing self-driven cars and how they are trained to dictate behaviour.

Social

KS3

Students are continually challenged to enhance their social education within computer science. For example in term 5 of year 7 student work on using social skills in different contexts by looking at data science. They use this to look at different samples of data and how they can collect in and then display it. This is something that students usually have not considered as a way of communication before. We also challenge student to work in groups to find solutions to problems which helps them to deal with conflicts that may arise. Also, in students rebranding topic we ask students to create a project at the end of term and they have to do a peer review which asks them communicate in a different social situation.

KS4

We further enhance student's social education by asking students to consider different solutions within society which helps them to develop an understanding of how to work in different social settings with a more complex viewpoint. We create many debates questions for students to consider throughout the computer science curriculum for examples students are asked to consider how technology changes the society and broaden on this with a discussion of AI and consider the ethical issues that it is creating. Students are taught that the differences in opinion can enhance your own knowledge on the topic.

KS5

In KS5 we consider the impact that technology is having on social isolation and how society is developing a society of people who do not work face to face. On the other hand students are also asked to consider the role that technology tales in being able to have rapid communication.

Cultural

KS3

Cultural education is continually woven in the computer science curriculum. Students will consider the use of web sites to find information which prepares the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world. Acknowledging advances in technology and appreciation for human achievement. How development in technology has impacted different cultures and backgrounds in different ways in both developed an undeveloped countries.

KS4

Going into KS4 students continue to work upon their cultural education within computer science and consider how computers are breaking through culture and linguistic barriers. Students also develop a heightened sense of appreciation for human achievement through technology. We also have lessons considering how developed countries are able to keep pace with the developments in technology whilst less developed ones can't. Students learn about how this can impact on the people in the country and form larger skills gaps.

KS5

A level allows students to have a full appreciation for different cultural aspects of computer science, specifically allowing students to gain an appreciation for different ways that different cultures have impacted different advancements in technology.

Design and Technology

Spiritual

Within the design and technology curriculum students use the process of creative thinking on a regular basis. They are encouraged to be innovative with their thinking and inspire them to bring out their undiscovered talents and a sense of awe. We further encourage student's spiritual learning by contemplating the natural world and human achievement as well as questioning the why and how. In turn what this does is help to create self-confidant students who have the ability to question the world around them.

Moral

At landau through design and technology students will develop a sense of moral conscience in our students focusing on moral dilemmas that happen with developing technology within the world. Students are led to think about the materials that they select as well as thinking on a wider scale, including the manufacturing process, identifying and meeting the needs of others as well as sustainability and environmental impact. The 6 R's are routinely discussed and referred to throughout the design & make process. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social

Social development is a key feature of the design and technology curriculum. Students will work on projects that will bring up various challenges that they will need to work upon along the way. Firstly, we teach students about self-regulation so that students can learn about the importance of taking care of their own projects and the safety within that. As well as this students are taught to consider the safety of others within projects as well. We are aware and encourage students to have their own personalities and to portray this within their projects but we do this, in safe and secure learning environment. We also encourage effective conversation about the work that we do, through both peer and self-assessment. We also teach students to accept constructive criticism on our projects as well as how to give it in a kind and considerate matter so that we can all learn from one another and continue to grow and develop.

Culture

Throughout the Design and Technology course are taught through a number of different projects that both look at cultures around the world but also projects that have a connection to past heritage. We seek to expand student's knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use. Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. Pupils must consider how their ideas and products can impact the world around them. Pupils are encouraged to use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

Values/RE		

Spiritual

Year 7

Students in term 1 explore their own personal values and develop skills in empathy towards others and different. They are introduced to questions about truth and reality, reflecting on beliefs and differing perspectives e.g. theist and atheist. In term 2 they learn about and reflect on personal experiences of rites of passage. They develop an understanding of their own and others' rituals at different stages of life, e.g. reflecting on the purpose and importance of funerals and how to cope with loss. In term 3 students reflect upon different forms of discrimination, and develop empathy and reflect on the impact of discrimination. In term 4/5 students learn about different faiths through the topic of community. They reflect on what type of community we have and they want. They learn about being a good and active citizen within our school and wider community.

Year 8

In Term 1 students are taught to reflect on their own and other belief systems including the 'golden rule' across different belief systems. They also look at just Give which helps them to develop the values of giving and empathy. This is built upon in term 2 when students reflect on feelings and values in terms of on-line and off-line friendships. They continue to develop their knowledge on rights of animals and environmental issues, and reflect on their own and others' views. Further to this in term 3 students explore how radical Jesus was. They respond to teachings such as 'turn the other cheek', hypocrisy, and respecting all (love your neighbour). Then in term 4 spiritual well-being is developed by students for example they look at mindfulness, and reflecting on inspirational religious people. This is developed in term 5 when students look at the Spirited Arts. This allows students to develop their creativity and imagination to reflect on religious and spiritual forms of expression e.g. art, and produce their own art/poem.

Moral

Year 7

In term 1 students learn about our College values, such as equality, and the consequences of not up-holding these values. In term 3 they explore hate crime and the Equality Act. In term 4/5 they explore and develop an understanding of being a good/moral member of a community.

Year 8

Students in term 1 will be taught the difference between right and wrong from different belief systems, for example they will learn and assess the golden rule, FBVs – e.g. rule of law and FGM. In term 2 they further develop their moral understanding when they develop an understanding of criminal law an example of this is on-line bullying as a crime and consequences, nudes/semi nudes. Morality of animal testing, reflecting on environmental issues. Then in term 3 student will look at Jesus' teachings on following the authorities and laws FBVs, reflecting on use of violence/pacifism. This is built upon in term 4 when students

are reflecting on acts of morality by inspirational people. Term 5 looks at morality through art, acts of kindness 'Spirited Arts' competition

Social

Year 7

In term 1 students explore the importance of working together, conflict resolution, what to do in difficult social situations. They work in groups and discuss different philosophical and religious viewpoints and develop oracy skills of debate, listening, understanding others. In term 3 they explore prejudice and discrimination, the law and Fundamental British values of democracy and tolerance. In term 4/5 they apply this to living in a community e.g. College.

Year 8

During term 1 students learn about volunteering and benefits of helping others through the just giving project. Students also look FBVs golden rule, prejudice and discrimination, the law e.g. FGM. They develop these skills through oracy skills and group work. Students build upon this education in term 2 when they look at Cyberbullying, staying safe on-line, the law/consequences, respecting differing creation stories and responses in terms of animal rights and environment. In term 3 students continue with their social education by looking at Radical Jesus; rule of law, pacifism, tolerance of others – teachings of Jesus. Then in term 4 they work on their own individual social skills by looking at mindfulness skills to cope in modern Britain, resolving conflict by 'letting go', engaging with and changing communities – reflecting on Inspirational people e.g. MLK. In term 5 students are taught about religious communities and resolving conflicts, e.g. Buddhism and pacifism.

Culture

Year 7

In term 1 students learn about and reflect upon the diversity and range of opinions, views and belief systems in College and our community. They start to understand the cultural heritage of different groups. Students develop skills in debate and discussion through exploring different philosophical and religious points of view. Term 2 develops an awareness and appreciation of different forms of rites of passage and the meaning behind these; developing understanding and increasing tolerance to prepare for life in modern Britain. Term 4/5 an understanding of democracy and rule of law, the shared values across different cultural systems including religious communities.

Year 8

During term 1 students look into their cultural learning when they develop an understanding of shared values e.g. golden rule, commonality across cultures and traditions. Following this in term 2 students will learn about FBVs reflecting on women's rights, consequences of discrimination which they will understand from a world point of view. In term 3 students will delve into the cultural history of Christianity and Britain, reflecting on Christian teachings on

accepting others. Then in term 4/5 students will understand shared values across communities, including religious ones, artistic responses to spirited arts competition.

Spiritual

Year 10

Students in term 1 explore different religious responses to a range of ethical issues. In term 3 Students consider the role of poverty and the social and spiritual responsibility we have to respond. Students learn about bereavement and the grief structure, in addition students look at the role of fertility and infertility, considering different options.

Year 11

Students will continue their spiritual learning in year 11 term 2 when they explore issues around teenage pregnancy considering issues of abortion and look at the arguments around it. In term 3 students will look at ways in which religious ideas can clash with some human rights.

Moral

Year 10

In term 1 students look at different impacts of crime and punishment and the reasons for punishment. Term 2 Students consider the importance of budgeting and debt. Term 3 Students look at gambling and its effects on individuals when it becomes a problem. Students look at the role of protest and causes for protest. Students look at healthy relationships and issues around consent. Students consider the impact of online scams on the lives of those who are affected. In term 4/5 students consider the role of Blood and Organ donation and its role in giving chances to others.

Year 11

Moral learning is further developed in term 2 when students look at the issues of abortion and the difficulties of being a young parent and the moral issues that surround this. Then in term 3 look at the rights and needs of asylum seekers and the responsibilities that individuals can have on this.

Social

Year 10

In term 1 Students consider different views on abortion and euthanasia. Then in term 2 Students consider their future careers and how to gain them. This progresses into term 3 when students consider what a money mule is and how social media can be used to lure people into the role. Students look at fake news and the impact this has and where it is most likely to come from. Students look at gambling and how it can be part of online games. Students look at the role of protest and how it can be used effectively. Students consider emotions and how to maintain a positive balance of those emotions. They consider the social pressures around addiction and substance abuse. Students look at staying sexually healthy

and the importance of maintaining good communication with partners. Term 4/5 students look at the NHS and its effective use and the role of vaccination.

Year 11

In Term 1 look at post 16 options available to them to consider what to do with their future. Then in term 2 students will consider what makes a healthy relationship including themes of consent and STI's. Students consider ways to stay safe at parties and other similar situations. Term 3 students look at the ways in which media literacy is important and how to deal with misleading information.

Cultural

Year 10

In term 1 Students consider different ethical systems and their cultural legacy then in term 2 students look at the use of tax to develop a country. Term 3 Students look at the role of fake news in changing people's attitudes and view. Students look at consumer rights and their role within society as a consumer and the protections they have as consumers. Students consider what makes positive body image, with the chance to explore changing body images across time and place. Term 4 Students look at the history of British democracy and the dangers of dictatorship.

Year 11

Term 2 look at forced marriages and the ways in which they are prevalent within multiple cultures. Term 3 Students look at the issues surrounding asylum seekers. Students look at the case of Stephen Lawrence, and explore the cultural changes that had created the poor attitudes at the time.

Languages

Spiritual

KS3

When students are introduced to languages at Landau Forte, they are taught about the importance of embracing other languages and cultures around them. Through the power of languages, we build upon what is done in other subjects by looking at the religious beliefs of the country whose language we are learning. We teach by showing students that these beliefs of a country underpin what it means to have identity, something that is also taught within history during KS3 and is a part of the FBVs. Students come to an understanding of their own identity during Term 1 year 7, when, through all German, Spanish, and French, they look at words relating to who they are as a person, particularly what their personality is.

KS4

During KS4, students will develop their spiritual learning by taking into consideration different festivals that happen in the countries that we learn about. For example, in year 10 when we look at speaking questions. This gives students a sense of enjoyment that is shared across the world and how they can build upon that in their own lives and have a sense of enjoyment.

KS5

In KS5, students will reflect on knowledge already considered in both KS3 and KS4. By this time, when looking at all topics, students should have developed into being students who are empathetic to the cultures, beliefs, and traditions of others and challenge stereotypes where needed. This was particularly developed and reviewed in term 3 in year 12 of the Spanish curriculum when students considered equality through different countries and what the meaning behind this is.

Moral

KS3

Students are taught the importance of showing empathy and having an understanding of others through learning about the cultures of the different countries that we learn about. Throughout the course, students will be encouraged to look at current affairs in the country that we study but will also consider right vs. wrong. In particular, in year 7, term 5, students will look into the history of Bastille Day and the fight for freedom and will consider the ethics behind this. Additionally, in year 8 French students learn about the Haitian Revolution, and in German they study films on the topic of the war in year 8 and 9. In term 2 of year 9 French, students will build upon their moral understanding when they consider different world issues. In particular, during this part of the course, they will look at plastic and the changing world, which is something that is built up upon from what is done within the geography course.

KS4

In term 2 of year 10, German students will also consider the consequences of drugs and alcohol. This learning helps students to begin to debate and further consider different moral issues around the world, especially in the countries that we study.

KS5

During the sixth-form course, students are able to put their moral learning into practice when they are asked to consider different ethical debates around the world. This is the case when they look at different topics such as equality, dictators, and decision-making. They are asked to consider ideas in more of a global context by also looking at global companies around the world and their impact on society.

Social

KS3

In KS3 and KS4, students are taught, throughout all languages, the importance of friendship and healthy living. We also find it important to demonstrate to the students how we can use language to learn not only from the mistakes that we make but also from each other as a learning tool to help develop. This not only helps students to be social characters but also helps them to reflect on who they are as a person, which will help them to learn in different social situations. This is also underpinned by the continual learning of the importance of communication, especially when it comes to learning about different languages and cultures and how this helps to bring the world together more.

KS4

In KS4, students build upon this learning with the topics that they study. Students of all languages will look at social media and the problems it can cause. Students will also look at conflict around the world by studying the different ways society is organized. Students will begin to peer assess more and will be taught, through the power of language, better ways in which to resolve conflict, for example learning about formal and informal modes of address.

KS5

In sixth form, students are able to further build upon this with the development of viewpoints and appreciation for others. We use this time for students to build upon knowledge and use it in a more real-world context.

World Studies

Religious education

Spiritual

Throughout the world studies topic, the role of Religion in China and how the Abrahamic faiths have an interest in the area of Israel/Palestine will help students to develop a spiritual understanding of the world around them. Student will also have an exploration of the place of Buddhism and its role in the modern world.

Moral

Students will be encouraged to take into consideration the ways in which conflict can be controlled/avoided/ended. They will do this through every rotation which will give students a chance to continually compare and contrast how these things happen around and develop around the world.

Social

Students are taught about the social changes that happen with in religion and their impacts on people in China for example through urbanisation. They will also learn how to work together through paired discussion which is an important part of the world studies curriculum.

Cultural

During world studies in religious education student will learn to have a wider and deeper appreciation for the areas that they study. They will also reflect on the role of religion in different areas, for example on the cultural significance of Buddhism within China.

Derby Project

Spiritual

Student will be encourage to have a fascination about the world through the Enlightenment artwork of Joseph Wright, appreciating difference through exploring other cultures and traditions.

Moral

Students will build upon their moral understanding and appreciation of behaviours and actions from around the world including abolitionism and workers' rights during industrial revolution.

Social

Students will gain a real sense of the FBVs as they are continually reflected upon throughout the derby project, they will be able look at these through issues such as slavery, migration, industrialisation and democracy. Students will also develop social skills having to work with different people to help build their project and will have to learn how to break through different barriers to get what they needs.

Culture

Understanding of impact of industrial revolution and post industrialism in the formation of modern Britain. History of rights of workers in the context of factories in Britain. An understanding of Empire in shaping modern British culture and an appreciation of multi-faith/cultural Britain.

History

Spiritual

Students will develop an understanding of how people gained a sense of belonging and identity in China and Ottoman Empire through years of instability and change and will be able to reflect on their own lives and how change effects them.

Moral

Students will learn about the treatment of Chinese people in under Chairman Mao which will support them in their own development of understanding the difference between right and wrong.

Social

Empathy will be a main characteristic that is developed when learning history through world studies. Student will look at other political and social customs and norms and give them a wider understanding of the world around them which in turn helps with their cultural capital and helps them to socialise in the wider world. We will also encourage debates throughout their learning, teaching them key skills in how to listen and respond.

Cultural

Student will have the opportunity to look at the importance of culture in society and how this has changed throughout time depending on the circumstances the country is in. For example, when looking into China students will look at how culture has changed from the end of WW1 and the start of communism in the country to present day and how it has changed and adapted.

Geography

Spiritual

Students will gain a deeper understanding of key areas in the world around them questioning the changes that happen in areas such as china and the Middle East. This will helps students to build upon their fascination of the world around them as they have better knowledge and skills that will help them question what is around them.

Moral

Students will work on their morale understanding by building on their skills and looking at the impact of a growing economy in China on its environment. Students will also look at the morale implications of the one child policy and the impact this has had on the future generations of China.

Social

Peer assessment skills will be worked upon at the end of the China course, with continual debates and group activities when looking at both China and the Middle East.

Cultural

Students cultural education is hugely developed, as students will look at how different countries have developed over the last 100 years as well as looking at growing economies and their impact in both china and the middle east.

Business Studies

Spiritual

Year 9 - 11

When students enter into Business studies we begin to develop their spiritual understanding of learning by encouraging students to express their own opinions on the topics that we discuss. In Year 9 students will learn how to consider spiritual beliefs when doing market research for new products as they will need to consider the response they may get from different people due to this. Student will then need to adapt to this and take it into consideration. Students also explore their own feelings and meaning and reflect upon topics such as ethics, which is outlined when looking at discrimination in the work place. Students are encouraged to explore these concepts and challenge the actions that businesses do take or should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Year 12 – 13

In KS5 this spiritual understanding is further developed when students in year 12 when students learn about markets, supply and demand in term one. They will here consider how products can be more successful when thinking about people's spiritual beliefs. This is again looked upon in term 4 when looking at marketing and profitability.

Moral

Year 9 -11

Moral development within Business Studies begins with students needing to understand that they will need to learn the skill set of evaluation so that they can comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information/researching and studying given case studies to support this. Although this is woven throughout the curriculum, a particular unit where this skill is supported is look at legislation in the work place in term two of year 10 where students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgments. This issue is further covered by students looking at the production of goods, specifically, the use of 'Sweat Shops'. Students learn how businesses have used these to keep the cost of their goods and services down to make more money.

Year 12 -13

This learning will be further built upon as students spend a large proportion of the course investigating the impact of a business's action upon society especially when they consider globalisation in year 12. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision. Students also draw upon their own knowledge to distinguish between what is right and wrong. Students move on to look at Fair-trade goods and how businesses look to use these Wisdom, Trust, Integrity and Service are the key values addressed when looking at the recruitment process and why certain members of staff would be hired over another potential candidate.

Social

Year 9 -11

Throughout KS4 students will need to complete a lot of group work within lessons as well as practical tasks when looking at theory topics, so are taught basic skills throughout year 9 to overcome issues that may arise when working in a group. Students will need to work with a variety of people when they go into the world of work and these exercises will develop their social skills.

Year 12 - 13

In KS5 students further develop their social skills when will need to present their work in a similar fashion to when they move into the world of work and present to their co-workers.

Cultural

Year 9 - 11

Different cultures have different ways of working and different beliefs that they need to follow. They need to take this into consideration when studying about Market Research and how this effects and impacts the consumer.

Year 12 - 13

Businesses can be multinational and students learn about how these are considered when trading with businesses in different cultural backgrounds. Students look at the media and advertising and how different beliefs can impact on the ways products are advertised and indeed what products can be advertised.

PE

Spiritual

Student's spiritual education involves pupils developing a variety of skills, as they are able to develop a sense of fascination and enjoyment to what they do. They will develop their creativity and imagination skills when looking at gymnastics and dance and also be given a chance to develop emotion through this. This is further built upon when they reflect on their own performances on what they consider they could have done better.

Moral

Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. They will also be given an opportunity to discuss moral dilemmas such as investigating different deviance issues in sport and the use of performance enhancing drugs. They are also continually taught how to show good sportsmanship throughout their time at Landau Forte.

Social

Social education play a huge role in the PE curriculum. It involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work. We encourage a sense of community through both lessons and clubs and how we can interact with the wider community through sport. PE also gives students a chance to demonstrate their leadership skills in leading a team through sport.

Cultural

Cultural education in PE means pupils are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport. For example we will look at rules for different games around the world. We will also consider the development of different sports in different countries whilst also celebrating things such as world cups and the Olympic Games.